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AUTHOR Phillips, Herbert E.; And Others
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ABSTRACT

The presentations comprising this report examine the approaches that representatives of small and rural community colleges have used in creating and maintaining positive working relationships with state legislative bodies. After introductory remarks by Herbert E. Phillips, Milton O. Jones discusses the fiscal constraints at small colleges that necessitate the involvement of the president in the lobbying process. He then identifies six ground rules which, based upon his experiences with the Florida Legislature, facilitate effective college/legislature relations: (1) knowing legislators personally; (2) knowing and working with individual members of the state educational bureaucracy; (3) working through legislative aides; (4) concentrating on a few major issues; (5) developing alternative fallback positions if legislative compromise becomes necessary; and (6) coordinating all community college lobbying efforts through a single legislative committee. In a second paper, Ed Walbourne describes the organization of the Kansas Association of Community Colleges (KACC) and its efforts to develop a common legislative program for the state's community colleges and to form a block of legislators representing the community college districts. He underscores the influential position of college trustees, recommends awareness of current legislation and its progress, and describes KACC activities. (JP)

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Lobbying State Legislatures

AACJC Forum 18

Herbert E. Phillips
Dr. Milton O. Jones
Ed Walbourne

Papers presented at the
American Association of Community and Junior Colleges

60th Annual Conference

March 30 - April 2, 1980

San Francisco, California

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JC 800 499

Herbert E. Phillips

We are not trying to stay a long way away from you, but they have indicated that this session is going to be recorded and you can secure tapes I would say that there is a better chance for the tapes to sell than for us to have a full house in here this afternoon.

Let me explain a little bit of the format. This session is sponsored by small/rural college commission of AACJC, and I am going to give you a little of its history then we are going to have the two panelists speak. If they leave anything out, I will try to add it myself. The major part of this is going to be questions, answers and suggestions from you people in the audience. Everyone knows the importance of lobbying; everyone in the United States and other countries, as well, has had some experience in it. Perhaps your contribution may be even greater than those we get from the panel members.

About 1973, Florida State University had a convention for small/rural colleges at which I was privileged to deliver the keynote address but the movement sort of lay dormant for two or three years until Bill McCoy of the Virginia McCoys started pushing the whole matter of small/rural colleges with AACJC. They did appoint a task force in 1976, and now it has been a commission for the last three years. I would like for you to know those commission members who are present. Bill McCoy of Virginia, Jack Bottenfield of Missouri, Ed Vineyard of Oklahoma, John Wilsey of Alaska, just walking in, he walked all the way down, and I am on the commission and was on the task force as well. Marv Higby of Utah. Chester Gausman, our chairman, is also serving as the usher here today to see that you have a seat, and I believe that is all of the commission members present.

We have done a few little things. The AACJC pays for one meeting per year. Our transportation and per diem and everything else we have done in these four years has been right out of the hide of the individual members and of their schools. Here are a few of the notable things that we have done.

We held a national conference at Blacksburg, Virginia, and this year we will hold a conference at East Lansing on May 5-7. Johnny Eaton is here. We sent position papers to all community colleges in the country. Other position papers were geared directly toward accrediting agencies and toward legislatures and other special groups and we sent those papers to them. Dr. Ed Vineyard wrote a monograph which was published in Community College Review and then some 3,000 were distributed over the United States, including 1,000 of them at the National Plowing Contest in Iowa. We have researched various problems and a work about the unique problems of the community colleges was done by a man named Ross. We have done some research which resulted in a book. You have in your hand a flyer for the book that I did as a result of research with 561 of these small colleges. The book has been printed, and this is it. I can apologize for the price, but there are some ideas there anyone of which might be well worth this price. Every year we have had forums at AACJC. This year just two, but other years as many as four. We have worked on various projects, have a new group of position papers that are going to be passed at the business meeting this afternoon. We have been in contact with other agencies having to do with rural and small situations, and we have representation at national conferences of these other people.

Now the subject of this forum today, and I really did expect that more people would be interested in this, but I noticed some high-powered folks

placed opposite us. This subject originated at the Blacksburg National Conference in which many people there expressed an interest in knowing about the things that other states were doing. And so I started out to find which states were doing all right with their legislatures and from that to determine what persons knew something about that operation and then, quite frankly, I asked the question, "Can they make a decent presentation?" Out of all that inquiry, we have these two people here today.

The first one to talk will be Dr. Milton O. Jones. I know him well, of course, because he was the founding president of Pasco-Hernando in Dade City, Florida. As of today, he has been eight years at that institution. He has his doctorate from Florida State; was Dean of Students of St. Pete Junior College for seven years; then he was the recipient of the post-doctoral fellowship under the American Council of Education to learn how to be a president at the feet of Joe Cosand, who was then in St. Louis. He has been on the Steering Committee of the State President's Council in Florida and he was Chairman of the Council; in fact, the best I can tell, he was the only Chairman of the Council that has been elected from a small or rural school. He has been deeply involved in Health Planning Councils and was founding president of the Board of Directors for the Florida Gulf Health Systems Agency around Tampa; he was an executive board member of the Florida Association of Community Colleges and was the president of this statewide organization. He is Lt. Colonel in the Florida National Guard, graduate of the US Army College and has been involved for at least 10 years in the legislative process in the State of Florida. So I give you Milt Jones.

Dr. Milton O. Jones

Thanks, Swede. I have been kind of anxious about that introduction. Most of you know Swede. Swede knows me too well and I was afraid that he might say some other things. Swede, I do appreciate the fact that you did not say everything that you do know about me. I appreciate the opportunity here this afternoon to lead off this discussion on ways that small and rural community colleges can lobby the state legislature and I feel like the preacher preaching to the choir because as I look out here I see some people who have been at this for an awful long time. I learned it myself, the hard way in many cases, so I hope that some of the things I say today won't be too boring or too old hat for you but as we discuss it together that each of us learn some new ideas about how to do this. As I begin, I think maybe I need to set a few ground-rules here. First is that this talk is not theoretical and it is not philosophical in any sense of the word. What I am going to try to do is give you the practical, pragmatic approaches that several of us presidents who represent small, rural community colleges have used in trying to deal with our legislature over the last few years and with some, and I underline the word "some," degree of success in some cases. I am not sure that any of us are very successful with our legislators and our legislatures now.

The second thing that I want to say is that dealing with the legislature I've found that it is a constantly changing process, the legislators or personalities that come and go, the power centers involved shift and move, it is an ever changing process.

The third thing that I want to say is that I assumed that this group today would be composed largely of representatives from small and rural community colleges. It seems to me that we who represent small and rural community colleges have to operate somewhat differently than our cohorts that represent

the larger more metropolitian colleges, particularly in dealing with the legislature. Next, this word "lobby" may not be quite appropriate to what I see as my role in dealing with the legislature. I want to describe something that I think is a little larger process than the word lobby may connote. We have one lobbyist in Florida, one that we call the lobbyist at least; he is the executive secretary of Florida Association of Community Colleges. On some occasions we were able to hire a second part-time lobbyist to work with the association in dealing with the legislature, but most of us presidents consider ourselves as resource persons to our own delegations. Normally, when I am in Tallahassee, I work with the delegation and I do not register as a lobbyist. If I need to get a message to the member of some other delegation, then we either call that president and he gets the message to that representative or senator or we have our lobbyist, the executive secretary of the association, try to deal with that situation. So I think that there is an important distinction between the term purely lobbying and what most of us do, Swede and the rest of us, which I think is more to serve as resource persons to our own delegations concerning our own colleges.

Now the last sort of ground rule that I want to chat about is that these ideas that I am going to express this afternoon are not at all original, because just as this process is an ever-changing process, there are so many individuals, characters, actors that are involved in the process that they constantly change and each one of them as he operates appears to contribute to the process. Therefore, the input into the remarks I am making has come from a lot of different individuals dealing with the Florida Legislature. Now as Swede has said, I have been involved in the process for a little better than 10 years. I started out initially as a member of the Legislative Committee of the Florida Association

of Community Colleges and in the last eight years in several different roles, representing my own institution personally and through the Legislative Committee and the Steering Committee and then as chairman of our state president's council. I have gotten quite involved in the whole process. Now, I believe as a representative of a small and a rural community college that it is a part of my job as president and I must be the person that works very closely with my legislative delegation. Some of the larger institutions are able to hire persons whom they call legislative relations personnel, who actually deal with the legislative delegation; but from my perspective, it appears to me that I, as the president, and I feel that you may feel the same way, have to deal directly with my legislative delegation.

Now, fortunately, or unfortunately, as Swede told you, I was the founding president of the last community college in the Florida system of community colleges. That means we are the baby. We are the baby of the system. It is amazing how this fact of being the baby of the system has been of assistance to us and an advantage to our college. You would be just surprised at the reaction you get, the appeal it has to the paternal and maternal instincts of some of your legislators to go in and say the baby of the system needs this or needs that. I say or cry out that our college is not able to grow at the same rate as some of our big sister or big brother institutions. I have to admit that this tactic has been used often and it worked quite well. I hate to tell it here in front of Swede and some others because I may not be able to use it as much in the future. So the first major point that I feel like I had to make in lobbying or dealing with the legislature from a small, rural community college is that we need to use our own individual, unique characteristics as institutions in dealing with the legislature letting those individual characteristics and those uniquenesses become parts of the advantage or part of the process that is an advantage in our case.

We represent a very large rural district. We have population centers that are widely distributed throughout the two-county area. Very early we gained approval to build three campuses simultaneously, one in each one of the major population centers. This has become a rather popular model now with the problems with students and gas and other kind of things and many of the larger institutions have tried to follow suit and develop other branch campuses. Now the legislature has clamped a freeze on additional campuses and this uniqueness of our institution allowed us to do something right at the very beginning which is going to be a significant advantage to us in the future as we grow and develop. It does not hurt either to have probably the most powerful senator in education in your own district. We have one senator that has been in the senate for 12 years and he has been chairman of the Senate Education Committee for two or three years. As long as I can remember, he has been the chairman of the Senate's Appropriation Sub-Committe B, which is the committee that deals with the budget for education. Now we have gotten this senator deeply involved in our college from the very beginning. He feels like it is his college. He has attended every major function that the college has ever had. He has been the graduation speaker and I won't go on listing all of the things that we have done to try to get him involved in the activities of the college. I recall one time when he was having a little trouble in his re-election campaign. We were able to get him named as the senator of the year for community colleges that year. All of these things have assisted in getting this senator to feel like our college is his college. Now he is given much credit to the fact that we have introduced him, that we have named him the senator of the year prior to his re-election campaign and, therefore, he has been looking out for our interests.

Another one of our senators was the president pro tem of the legislature of the senate and as a member of the Calendar Committee. He is the one that determines what gets onto the floor in the senate. We have had to work with him to make sure certain bills would get on the floor when they needed to. Now, what

I want to say is that in dealing with and working with each one of the senators and representatives in the house that what we are trying to is the second major point is to know the legislators as best we can and to have them know us. Know them personally. We do the things that make them feel positive toward our institution and then we try to make them feel good about themselves and about their relationship with our institution. And it has worked in some cases. We have invited the legislative delegation to have a meeting with all of our board of trustees. We have a breakfast meeting every year. At this breakfast meeting, we have the president of our faculty senate make a short talk. One of our students makes a talk and then all of our trustees talk with the entire legislative delegation trying to get them better informed about what we need in our district, trying to get them to understand our programs and our problems. We invite them to be speakers at various programs within our district. We have gotten them invited to some of the statewide meetings. This one senator that I mentioned has spoken to our state president's council and seemed to appreciate the opportunity to talk to the 28 community college presidents.

And the third major thing that I would like to say to you from my perspective is that I think we need to work individually with each one of these delegation members on a year round basis so that they are aware of our concerns at the college. I feel like that we have to be careful that we don't forget the bureaucrats in this whole process. The commissioner of education in our state is elected but his entire staff, the director of division of community colleges and his staff, the director of the vocational division and his staff, the director of the facility planning section and his staff, all of these people are called upon to testify before the legislature, the various committees on a regular basis. Therefore, we try to have them visit our college and to know what is going on so that they have first-hand information of the various aspects and activities of our institution. Now as the president representing a small,

rural community college, I feel like I need to be in many of the committee sessions when the committees are making important decisions. None of us can be at our state capitals as much as we probably ought to be, but I try to be there particularly whenever important issues are about to be discussed. I see my role as being involved in that kind of activity. I recall two years ago our senator was in the middle of a conference committee trying to work out the appropriation between the house and the senate and things were not going so well and we were giving him quite a bit of negative feedback. He happened to be chairing at the time and he says, "We will call recess because I see my community college president and a couple other people are shaking their heads and I need to stop and see what is happening." Therefore, we had an opportunity to talk with him for a few minutes. That kind of relationship, I think, is what I am talking about, that I am trying to develop between legislators and myself as a college president.

Working with a legislative aides I have found to be very important. During the session, I seldom see the legislator, but I have tried to work out a relationship with the aides so that we can get messages to the senator or to representatives when they are on the floor or when they are in a committee meeting. These aides are able to slip messages back and forth and in many cases these aides are more influential than I can be with a legislator.

Another important point and spoken as maybe my nine year old daughter would say, I don't think that we should "bug" the legislators about small items. I think we need to select one or two major issues and we need to proceed with those. Now I have one senator and I can usually expect to get one or two major decisions out of that senator a year. I have got to select those very carefully. A couple of weeks ago, we sat down as a legislative committee and they appointed me as one to make sure that I got to a particular senator about the special appropriation for about 13 million dollars that the community colleges are trying to achieve

this year. And that is my issue. I don't need to talk with him about anything else. I think we need to isolate those issues and talk with him directly and then attempt to achieve those without bothering them or, as my daughter would say, "bug" them about a lot of small issues. Some of the things that I am saying may be so obvious to you. But we have another legislator who does not like to be wrong, in fact, wants me or the college never to be wrong. So many times and certainly on many occasions we are wrong and we are ready to admit it. We have to say, "Yes, Representative, we do think that is too many fee waivers and we are working on that task." That is one of those issues where we have to try to look at issues that they are concerned about and say we agree with them in this instance and we are trying to work to attain the same thing they are working for.

I think having a fallback position is very important. Last year, when we were working toward a full appropriation, the senators in this one committee were holding strong. It looked like things were going pretty well but there was a great deal of interest and pressure to try to cut the community college appropriation. I slipped a note to the senator and he came back and said, "Well, we are going to try to hold that but you all need to get together and tell me where we can cut if we have to cut." On a break several of us got together, we got a note back to him and said, "Senator, we really need and can justify every penny we asked for; however, if you have got to compromise somewhere along the line, we would suggest that you look at this spot." And so this fourth major point is that I think we need to keep our senators and our representatives well informed and we need to keep their attention and we need to keep their respect, on a year round basis dealing with them rather than just during the legislative session.

Now to my fifth and last point, I have tried to talk about small community colleges and how I as a president deal with that situation sort of individually

from my college's point of view. I think it is a very important point that statewide that all of the colleges have to get together, the small, the rural, the metropolitian and everyone needs to get together and team up as institutions for those common causes that we all have. And I don't think I can emphasize this too much. We do not have a specific model in the State of Florida for this kind of organization. As I mentioned earlier, there are many characters and many actors involved in this whole legislative process. We have the State Community College Coordinating Board, we have the Division Director and his staff, we have the State Department of Education and that staff who are interested in the community college legislation, we have the Florida Association of Community Colleges which is made up of trustees and all of the employees of the system of the State of Florida. Also faculty members and administrators are all actors in this cast, then we have the State President's Council which we have talked about and our interest in trying to develop the program. For the first time this year we have tried to pull together the various elements into one legislative coordinating committee and this legislative coordinating committee has sort of pulled together the package of legislation. It has put together this supplemental appropriation for 13 million dollars we are requesting and it has developed the requests and the justifications and the guidelines. The executive director of Florida Association of Community Colleges or lobbyist is a part of that group. He is the chief lobbyist. He carries the ball with the entire legislature while we are trying to work with our own delegations.

All of these resource people we think have to fit together. The Division of Community Colleges has a staff member, Dr. Harold Kastner, who is responsible for tracking all of the bills or watching all of the bills that are introduced into the legislature and he classifies these into two categories. One is a track bill and the other is what we call the watch bills. If a bill is being tracked,

it is one we think is going to have particular importance to us and so the next thing we do is assign what they call a bird dog to that bill, but at any rate, we assign a person to watch that bill all the way through. He knows where it is from, the committees right down the line and keeps everyone else informed about where that bill is.

On the watch side, a bill that may not appear to have tremendous impact on us initially is put into the watch category, but in some committee it may get amended so someone needs to be watching it in the event that it becomes a very significant bill. We try to keep everything classified and going at all times so we know where they are under the classifications. These bird dogs are responsible for keeping up with it. Someone from this committee that I mentioned a few minutes ago is assigned to each one of those items to keep everybody informed.

Communications back and forth have to be probably the most difficult thing during the session. We keep everyone informed by two major ways. One is the Florida Association of Community Colleges has created what we call the Legislative Hotline. It is a weekly publication that goes out and indicates what is happening with every bill and with the appropriations. In addition to that, they put out this fact sheet on special occasions when something very significant is taking place. We have developed also the critical message telephone network and through this network in just a few moments, we are able to get to every community college president in the state and talk with them about important issues that are taking place and usually two or three times during the year we have to activate that critical message network. I cannot over emphasize this final point, which is there are times when everybody has to get together. No matter the size, we all have to get together and as institutions work with the system, as a team together to develop those common causes we have.

Over the past two or three years we have had several significant problems where institutions began to fight among themselves over an appropriations matter or something else and it appears to me in every one of those cases it has been detrimental to the entire system. So we are trying to eliminate that.

Quickly to review, I am just suggesting several things to you that I am sure you may already know. Know your legislature, know them personally, know the aides, work with and deal through those aides, use those unusual and unique characteristics of your own institution to your best advantage in that legislative process, work individually with the legislators so that they are aware of your own personal concerns; keep them informed; keep their attention and keep their respect. Now none of us is doing too well as I can see it with our legislators and our legislatures. Looks like a very tough year for us in Florida, and I am not sure that the major topic of discussion every time we get together is how can we project a better image and how can we improve the process how can we do a better job of it. And I feel like it is a process that we must work on all the time.

I have tried to tell you a little bit about our organization. I believe it is next Monday that our legislature begins its session and certainly in about 60 days I will be in a better position to tell you whether or not any of these ideas worked at all and I wish that much luck to you in your legislative session this year. Thank you very much for your attention.

Dr. Herbert E. Phillips

As I inquired about agencies that are doing good jobs, it turned out that state associations and the presidents are the principal components of the community colleges everywhere, and the state association in Kansas has an extremely able man named Ed Walbourne. He has his masters from Pittsburg State University of Kansas and advanced work from Wichita State University. He has been a community college instructor and dean of instruction, was president of Butler County Community College in Kansas, executive director of Kansas Association of Community Colleges, 1976 through the present. He served on various state committees, helped draft the basic community college law for Kansas in '64 and '65 and has consulted around a whole lot of places. Everyone has told me that he is a man who is straightforward and will give us practical and pragmatic answers. So I give you Ed Walbourne.

Ed Walbourne
Kansas Association of Community Colleges

Thank you, Swede. I don't know where you inquired to get people on this program, but I guess I must have been the last dregs. Milt has just given my talk. Do you have any questions?

I would like to talk a little bit pragmatically, perhaps a little different way. I represent the Association, and I have been in the same position as a small community college president for a number of years. In Kansas, however, we have changed things. I hope we have advanced a little bit. I don't know. I was just going to say in the past five years we have had a 98 batting average with the legislature until I called home this afternoon to find out what our last bill was doing. The powerful chairman of the Senate Education Committee is not from a community college district in Kansas. The powerful chairman did not get the bill up again today. The Legislature is drawing to a close. Fortunately, the majority leader and the senate have promised that if Joe keeps on playing games like this he has a bill on the floor and on general orders he will amend that one in and it will not die in committee. So we are not dead yet.

In Kansas, we work through the Association. The Kansas Association of Community Colleges, just for the moment, is composed of trustees, administrators, students, and faculty. Each one with the Association is organized as a trustee group or as an administrator group or as another type of group. Then we meet together. The membership is by institution and each school selects one representative from each of the groups to make up the delegate assembly. Then our Board of Directors is made up of all representing constituent assemblies, as well as the Legislative Committee. As executive director, I am the registered lobbyist. We do have what is euphemistically known in Kansas as legal counsel

because it is against the law to use any tax money whatsoever for any lobbying affecting legislation in the State of Kansas. Since our dues are paid by institution, this is tax money so we have a legal counsel who works part-time, but I hope he is working overtime today.

Each year, and I might add that the largest community college in Kansas is just over 5,000, our enrollments run about 650 to 5,000 in 19 schools, Each year, each constituent group brings up their problems; what they want in legislation. It goes through the delegate assembly and then goes to the Legislative Committee and a legislative program is developed from that group. That is the only community college legislation that is introduced in the state. This year it got a little tougher. Formerly, we had individual bills introduced for individual schools. We did have a situation for awhile where we found that one school was fighting another or that one school was giving information and another president would have a different slant on it. We used to get into some hassels and they tend to try to play one against the other.

We developed a legislative program and each year we have put it out. This year I think we had seven platforms and we put this little publication out. (It is very inexpensive. We do it on the photocopier.) There just happens to be a bundle of them here. This is the community college package for the State of Kansas for this year. We then develop this, and usually have it developed by the last of November or finalized by the first of December so we have time to get it out. Our legislature begins the second week in January. This goes to every faculty member, every administrator, every trustee, every legislator in the state and the State Board of Education, the community college, advisory council and anybody else we can give it to. We then try to get the bills introduced. This year we had every bill on our program introduced by a committee. It came out as a committee bill either the senate committee on education or the house committee on education. We did have one bill introduced in the senate.

We have 40 members in the senate; 21 is a majority and we had 21 sponsors so that bill passed. It helps if you have 21 that sponsored the bill to start with. It is having a little trouble in the house but it did work that way. OK, I think that the main points have been made so what I would say is to organize, inform, and act. You see, every community college in Kansas is a small community college, basically, when you compare some of the large metropolitan districts. But we have developed and learned painfully over the years. We may have to have a program which is particularly suited for some of the smaller schools one year, the larger schools go along with it. We try to pick that up the next year and try to have a balanced program so that everyone comes out with it.

I think some good points were made. Don't cry "wolf," don't go after a lot of small things that you want.

OK, organize your group. As I said, we have the trustees organized and we have the others and don't forget your students. With a number of students and their parents, you will have a tremendous voting record in the state.

We cannot work as lobbyist in Topeka. I can track the bills, watch the bills, I can know the legislators, I can talk to them, but it all depends on when we go back to the individual college. Each institution is responsible for his legislators in Topeka. It is a year-round game. Our legislature meets 90 days, but they have developed legislation in the interim. Committees now meet all summer long and the summer gets long and hot sometimes.

Of the bills that come out of the interim committee, 78% pass the next session of legislature. Therefore, it becomes vitally important as to what is in that bill as it comes out of the summer committees. Organize your group and get to know them. Our trustees in Kansas are elected and they are elected for

four year terms. In that sense, they are politicians. It is a non-partsan election but they are elected. In many cases, they garner more votes than the representatives do from the same district in the legislature. Consequently, as an elected official, we find that our trustees are most effective in talking with the legislators in Topeka. They listen to the presidents, but they assume that the presidents are more biased because this is their profession and the presidents do more of the work but it is the legislators and the trustees that we have to depend on sometimes to really put the screws on, if you know what the issues are.

Every bit of this program that you had went out as a legislative program; then meetings were held; there were followup meetings on it; the information is then sent out. When we are asking for an increase in state aid, every institution knows exactly how it is going to affect it and what it is, what the tax levy is, and why they need it. And they are able to talk about why Colby needs it just as badly as Johnson needs it or Pratt or Cloud or wherever the school may be.

Secondly, in organizing, we are lucky in the State of Kansas. The former chairman of the House of Education Committee is from a community college district and he is probably recognized as the educational leader in the senate. He is Republican. We have a Democrat representative from another particular school and they have been able to develop a block of community college votes. The individual school keeps the legislators informed all year long. They are on the campus, every board meets before the session starts, whether the legislators are at lunch, dinner, or breakfast. They put our program before them, how it affects our individual schools.

Once a year in Topeka we have a dinner during the session in which all of the trustees and presidents come in. They invite their own representatives and senators. In addition to that, we bring in the House and Senate Education Committees and the 1202. At one point, don't forget, we bring in all the

secretaries for the committees. We bring in the research people for the committee and their wives, husbands and anybody we may find valuable. It costs a little money but not that much. This year at our dinner in February, we fed 165 people. Most of them were legislators. Every school was represented. Everybody had at least two to three trustees, as well as their president. The legislators were there. No formal program, nothing. Just a cocktail hour with everybody mingling, getting acquainted, having everybody introduced. We had a good steak dinner, gave them another drink then they went home. There was no pressure at all; simply get acquainted. All the conversation and pressure that went on were at the individual tables and with the individual groups. It pays off. Incidentally, to get this money we have another group known as the "Friends of the Community Colleges," and all this money was private donations and that is what I use when I entertain legislators. As a lobbyist, I am here to tell you, you can't buy a vote, but you can get into the office next morning, especially if he is feeling bad. Dinners, lunches, get your point across informally and then be able to talk with him formally. They recognize you, let you into their office, you get through the secretary, and you can sit down and talk. You may wait 20 minutes cooling your heels, but it is done.

Then to continue, we have a representative as a Republican, a representative who is a Democrat. They work very closely together on community college legislation, and they brought together a block of votes. There are 125 representatives in the Kansas house. We have 53 votes if they all stay together. Now that is not enough to pass anything, but it is a pretty good block to trade off and these two legislators are exceptionally good at working behind the scenes. This year for example, we had a bill introduced. We tried to get it out to the House of Education Committee as a Committee bill. It has a better chance. The leadership told us the money was too high. If we would compromise and put in a certain figure, they would buy it. So we did. It got out on the floor. They

decided they were going to cut it. And they offered committee amendments in the Education Committee which were defeated. Fortunately for us this year, the chairman of the Education Committee made a boo-boo. He put in the paper what the bill was going to be and how it was going to be voted out that afternoon and hadn't told the members yet. They got mad and the 21 members went ahead and voted for the amendment. An attempt was made on the floor. We tied in this year with another group, Washburn University, the only municipal university left in the United States, and they kind of tied in the state aid with us. It does pick up 10 more votes for us in the House. It gives us 63 and we only need 63. But we kept the amendments off and got the bill out intact from the House with 10 extra votes this year. It is now having a little trouble in the Senate, but I am sure it is coming out of there because we need 21 votes there and we have 24.

OK, organize the group in the block. We are all small rural schools. We have to do this. But we have a solid 54 votes and every time 53 to 54. We have one representative who keeps sneaking off on us. But we have that solid vote. We have 18 votes in the solid ballot if we can keep them together. This year we have 21 and we have used our influence with a couple of the state universities to pick up 2 more. I think we have 24 or 25 solid votes there for this year.

For information, every week we send out, it is not a hotline, this sheet which lists every bill by number, a brief description of it, what is happening to it and where it is. Senate bill 500 changes percentage use for appraisal, property for taxation purposes and it is in the Senate assessment and taxation committee. It is going to stay there. This goes out every week. It goes to every president, to every trustee, it goes to every faculty representative and all the community colleges. It goes to the advisory council and it goes to the State Board of Education and other people. We send that out. Then we have a hotline when things get bad. I can pick up the phone in Topeka and one trustee,

usually the trustee organization president, picks up the phone and calls three in three sections of the state, etc. They call three and it has worked in the past when we needed to get some pressure put on legislators.

There are some people from Kansas who are able, within an hour and a half or two hours, to have everyone in the legislature flooded with phone calls, We do not use form letters; we do not use anything like that. We just say "hey" get hold of your representative or get hold of representative so and so. If we meet with other problems, everyone of our six trustees knows somebody within his county and in one case it was the governor's financial campaign man in that county. When we had to get to the governor, he picks up the phone and got the private number and we got the governor like that. This is where the resources are. This is what the small schools have to do. Faculty members are the same way. Presidents are the same way.

Every year we send out to every trustee and to every president the directory of the legislators. It is a little form book which is put out by the legislative department and lists their home phone in Topeka, their office phone, everything else on it. Get it out. Then each school is to know their legislators. So we have a hotline for the trustees. We have one among the presidents. We have one among the faculty. It only takes within an hour if we really get into trouble and we have. We even had one legislator who was carrying our bill for us and he had 60 calls and letters within one dav. He asked us to call them off because he was on our side anyway. The rest of them got the message. That bill passed that year.

But nothing is going to happen unless every school works on its legislators all year long. Unless everyone speaks the same language and when I can go over and talk to the legislator from Cloud County and say this is how the bill is going to affect you, has your school talked about it? It is nice to know. Yes, he understands and there is no problem.

We have one senator that I have been talking to lately who loves to argue philosophically and academically about things, but he told me this year that

this school needed money he did not think they would appreciate an academic argument, and he would vote for it and argue that next year. I hope they need money next year too.

These are just some of the things and from my point of view, from a lobbyists' point of view, you need someone to keep track of the bills; you need someone to know what is going on and be able to have a certain degree of rapport with the legislators. But they are not going to believe me fully. They are going to believe their president, their trustees, the faculty members and that is where it has to come from. I am fully convinced that you have to develop one program. You have to weld your organization together so it speaks in one voice and one program. You can eat an elephant but you have to do it a bite at a time, you can't take him all down at once. You have to use a little bit of discretion. A block of votes will stick with us in legislature just as long as we use a degree of discretion on what the program is. Not all of them like the program. but there are enough of them knowing that they have to stick together that they vote for it and that is the name of the game.

I know I have rambled around a little, but I think you need organization. You need to inform your members and your legislators and don't neglect to inform the members of your organization, the members of your own school, your faculty members and your trustees because they have to know it first. It only takes one faculty member or one trustee or one administrator who doesn't quite understand what the programs or facts are. That is the one the legislator remembers when he said the other dozen may have been all right.

Action: The hotline, the dinners, the use of the trustees and everyone else that you can get your hands on to make a block. The State Legislature can worry all they want about federal rules and regulations but the State Legislature is the one who can really control the dollars and your pocket and what you can do and

can't do if it is like Kansas. The more you get from them the more control--accountability is the term right now in Topeka. They keep saying let's have more local control but we want to know what you are doing with our money and you have to give a little bit. We gave on two things this year before the legislature started but it kept out three bills that they were ready to put in for the issue. We worked very closely with the State Department of Education, the State Board of Education, every memo that goes out comes to our office and we send copies there so we know what is going on. But work together, know your legislators on an individual basis. Work with them; keep your lobbyist informed what you have in the state capitol and get busy.

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